

# LANGUAGE PROFICIENCY OF STUDENTS WITH RESPECT TO COMPUTER ASSISTED LANGUAGE LEARNING (CALL)

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## **Abstract**

*In current competitive world, language proficiency no doubt attains an irreplaceable position. The present research paper attempts to investigate language proficiency via Computer Assisted Language Learning usually called CALL. A quasi- experimental design possessing two intact sections selected randomly from a school selected purposively, were tagged as experimental and control groups. Firstly, homogeneity of two groups was examined with pre- scores obtained through language Proficiency test (Constructed by investigator). Experimental group was taught CALL language learning for next 30 days, while chalk board-oriented classroom was arranged by control group for same time period. Post- test language proficiency scores were then collected with Language proficiency test. The data analysed with assistance of t- test, delineates that both experimental and control groups students stood equal in language proficiency at pre- test level. Moreover, students of both CALL instructed and chalk board groups showed enhancement in language proficiency at post- test level as compared to pre- test level. Further, the students of experimental group, at post – test level, showed higher language proficiency as compared to students of control group., Thus, Computer Assisted Language learning and chalk board method both were effective. However, the results were more inclined towards CALL to make improvement in language proficiency. These findings build foundation for educators as well as for curriculum developers to use technology for language learning skills.*

**Keywords:** Language proficiency, CALL, Traditional Method

## **Introduction**

Language proficiency occupies an imperative position for effective communication across culture and boundaries. It bestows individuals to become proficient in expressing thoughts and emotions fluently. This is the reason; emphasis is laid on enhancing language proficiency by educational institutions. With the continuation of advancements in technology, integration of electronic gadgets in cultivation of language proficiency is at its peak. Computer Assisted language Learning, also known as CALL, needs no introduction in language learning field. The evolution of CALL was best known for Behaviouristic CALL. Then Communicative CALL came into trend. At present Integrative CALL is working well. The recent trend is of Web based CALL with multimedia features. In gist, CALL with latest interactive and internet blended features assists language learners to grasp learning material any time at their own pace with immediate feedback and remedial solutions.

## **Language Proficiency and Teaching methods**

The studies done till date are evident that CALL can improve the language proficiency of students much better than traditional method. In this series, **Olibie (2010)** found CALL quite better for language proficiency enhancement of the English grammar students. Similarly, **Gharbavi & Mousavi (2012)** found satisfactory relationship in language proficiency and concerned teaching strategies. Moreover, **Ikonta & Ugonna (2015)** and **Nejati, Jahangiri & Salehi (2018)** explored overall beneficial effect of CALL on language proficiency of sample chosen.

## **Operational definitions of the study**

**Language Proficiency** refers to obtained scores of students of grade 7, before and after the instruction via Computer based method or Chalk board method.

**Teaching Strategies** are CALL and Chalk board method.

**Students** are 70 students of grade 7 from CBSE affiliated school.

## **Objectives**

- 1) To find the significant difference in pre- test language proficiency scores of students (grade 7)instructed via Computer based method and chalk board method.
- 2) To find the significant difference in pre- test and post- test language proficiency scores of students (grade 7) instructed via chalk board method
- 3) To find the significant difference in pre- test and post- test language proficiency scores of students (grade 7) instructed via Computer based method.
- 4) To study the significant difference in post- test language proficiency scores of students(grade 7) instructed via Computer based method and chalk board method.

### Hypothesis of the study

- 1) No significant difference exists inpre- test language proficiency scores of students of grade 7 instructed via Computer based method and chalk board method.
- 2) No significant difference exists in pre- test and post- test language proficiency scores of boys of grade 7 instructed via chalk board method.
- 3) No significant difference exists in pre- test and post- test language proficiency scores of students of grade 7 instructed via Computer based method.
- 4) No significant difference exists in post- test language proficiency scores of students of grade 7 instructed via Computer based method and chalk board method

### Variables present in study

Teaching methods are regarded as independent variables; Language Proficiencyis here dependent variable and to deal with intervening variables such as students’ age, prior knowledge, behaviour of concerned teacher and school environment, sufficient steps were brought into light. For instance, the sample wasof single school. Equality of students in terms of previous knowledge was ensured. The investigator herself taught both groups to make a control on teacher’s behaviour.

### Scope of research

Quasi- Experimental design was adopted. 70 students of 7 grade from Yamuna Nagar district (Haryana, India) CBSE affiliated school were taken as the sample.

### Tools

Language Proficiency Test was the tool that collected the scores of grade 7 students at pre- test and post- test level. It was developed by the researcher herself.Total 18 experts contribute to establish the content validity of the test. The reliability of test was .82 checked by test- retest method. Moreover, investigator also prepared Computer based teaching materialand chalk board teaching methodfor instruction to two groups.

### Data collection Procedure

For data collection, two intact sections were randomly given tag of experimental and control group. Next, step was to establish the balance of two groups in terms of previous language proficiency of students.So, language proficiency test was given containing 50 items. After that experimental group was equipped with Computer based material and control group was step forward with chalk board treatment. After the treatment, both groups again faced language proficiency test as post- test.

### Data Analysis and Interpretation

**Table 1**Significance of difference in the mean pre- test scores of experimental group and control group

Variable	Groups	N	Mean	SD	SEd	df	t value	Significance at 0.05
Language Proficiency	Experimental	35	24.69	6.52	1.586	68	0.09	NotSignificant
Language Proficiency	Control	35	24.83	6.75				

Table 1 depicts t- value= 0.09, which is surely not statistically significant. This result shows no difference between two groups was found regarding pre- test language proficiency scores. Thus, both groups namely; experimental and control are equal at their pre language proficiency.

Therefore,hypothesis 1 that no significant difference exists in pre- test language proficiency scores students (7 grade)instructed via CALL and chalk board method is accepted.

**Table 2**Significance of difference in mean pre- test & post test scores of students of experimental group

Variable	Experimental group	N	Mean	SD	SEd	df	t	Significance at 0.05
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							<b>value</b>	
Language Proficiency	Pre- test scores	35	24.69	6.52				
Language Proficiency	Post- test scores	35	31.94	7.05	0.36	34	19.99	Significant

Table 2 delineates t-value= 9.99, which is statistically significance (at 0.05 level). Therefore, hypothesis 2 that no significant difference exists in pre-test and post- test language proficiency scores of students (7 grade) instructed via CALL is rejected.

**Table 3**Significance of difference in mean pre- test & post- test scores of students of control group

Variable	Control group	N	Mean	SD	SEd	df	t - value	Significance at 0.05
Language Proficiency	Pre- test scores	35	24.83	6.75				
Language Proficiency	Post- test scores	35	26.77	6.89	0.12	34	15.02	Significant

Table 3 shows t-value, testing the significance of mean differences, came out to be 15.02, surely significant at 0.05 level. Thus, hypothesis 3 that no significant difference exists in pre- test and post- test scores of students (7 grade) instructed via chalk board method is not accepted.

**Table 4**Significance of difference in mean post test scores of 7 of students of experimental and Control group

Variable	Groups	N	Mean	SD	SEd	df	t -value	Significance at 0.05
Language Proficiency	Experimental	35	31.94	7.05				
Language Proficiency	Control	35	26.77	6.87	1.66	68	3.10	Significant

The table 4 exhibits 3.10 t- value. Thus, there exists significant difference in given groups as far as post- test language proficiency scores are concerned. Moreover, results inclined towards experimental group. Hence, hypothesis 4 that no significant difference exists in post- test language proficiency scores of students (7 grade) instructed via CALL and chalk board method is not accepted.

### Findings

The research results show that students instructed via Computer based method and traditional method exhibit improvement in language proficiency. However, post test scores indicate Computer based method yields higher effect on language proficiency in comparison to chalk board method.

### Educational Implications of the research

The research implies the need of different teaching strategies for language improvement. It also asks the need of educators to use digital based learning material for students. This further helps both students and teachers to have feedback sessions and necessary remedy required for that. In addition to this, language proficiency as a rich source of personal and professional growth can be well established by utilizing various teaching methods.

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